



**USAID**  
FROM THE AMERICAN PEOPLE

June 2011 Issue

## USAID Funded MTPDS Program Monthly Newsletter

**USAID Funded Malawi Teacher Professional Development Support (MTPDS) is a 3 year program supporting the professional development of teachers and teacher trainers in Malawi and implementation of the National Primary Curriculum. The program is being implemented by Creative Associates International, RTI International and Seward Inc.**

### Inside this issue:

- Continuous Professional Development Update** 2
- Literacy CPD module 2 development at Mponela** 2
- Success story of the month** 3
- Textbook review exercise at MIE in Zomba** 4
- Forthcoming events** 4

**“The MP3 player is like ‘a tutor in the pocket’ for these learner teachers”**

### MP3 Players evaluated as an instructional tool for ODL



**Learner-teacher using the MP3 player**

It's not easy being an Open and Distance Learning (ODL) student-teacher with limited access to support. Thus MTPDS, in conjunction with Ministry of Education, Science and Technology (MoEST), has embarked on a pilot study aimed at testing the applicability of MP3 players as an instructional tool.

The MP3 device contains CPD tutorials in the form of text and video. This hand-held device is not much bigger than an ordinary mobile phone. It has a camera, radio, voice and video recorder. The students have used the MP3 to listen to the USAID-funded Tikwere! IRI programs for ODL students and to capture pictures of their lessons as requested by the *topic of the week*.

A total of 27 teachers, 14 females and 13 males tested the innovation, in schools in Waliranji, Kamwendo and Ludzi zones in Mchinji. MTPDS conducted an evaluation of the pilot in June 2011. Learners clearly liked and enjoyed the pilot lessons. It was discovered that other teachers at the school level were also benefiting from usage of the MP3 player. In fact, there was high demand from colleagues to borrow the MP3 player at the times when it was not in use with the pilot student. One of the TTC principal described the MP3 player as a “tutor in the pocket.”

The instrument or teaching tool promoted reflective practice as students particularly valued the opportunity to video, review and reflect upon their lesson. The pilot findings are intended to help DTED to explore cost-effective alternatives to print materials for the support and motivation of ODL student.



**Going through the evaluation instrument**

## Continuous Professional Development (CPD) Update



**Counterparts at Mponela Teacher Development Center Dowa**

to plan for future CPD activities. Counterparts for the June 8<sup>th</sup> meeting came from DBE, DTED, and DIAS. The sustainability of CPD rests in the capable hands of these people. The aims of the meeting were to:

- (i) Share comments made by other experts on Literacy 1 and Numeracy 1 modules;
- (ii) Share results from Early Grade Reading Assessment (EGRA) research; and
- (iii) Plan for teachers to integrate the lesson of EGRA with their learners into the 2<sup>nd</sup> Literacy Module.

Literacy Module 2 was drafted from 21<sup>st</sup> to 25<sup>th</sup> June at a workshop held at Mponela TDC in Dowa. The team completed two units for Chichewa and two units for English. They also reviewed previous literacy module topics and assessed the aspects of EGRA that require more focus.

During the coming month of July, the focus of the CPD program by USAID Funded MPTDS Program will be on the second Leadership module. Training of trainers for this module will take place at the district level from July 11<sup>th</sup> to July 14<sup>th</sup>. Delivery at zonal level will commence from July 18<sup>th</sup> in all districts nationwide. This module will cover the following important topics: (i) Instructional Leadership, (ii) Managing Continuous Assessment, and (iii) Managing Educational Change.

## SMCs and PTAs mobilized to support literacy in Salima and Ntchisi districts.

School improvement requires the support of parents and community members alike. MTPDS continues to engage the School Management Committees (SMC) and Parents Teacher Associations (PTA) in supporting learners to acquire literacy and numeracy skills. To motivate and mobilize SMCs and PTAs, during June 2011 MTPDS organised sensitisation campaigns in Salima and Ntchisi to enlighten them about the literacy intervention and help them to define their roles and responsibilities in support of literacy development.

The objective is for SMCs and PTAs to take full ownership of what occurs in the classroom through: (i) monitoring learner performance in literacy and numeracy, (ii) supporting provision of teaching and learning resources, (iii) lesson observation, (iv) creation of literacy clubs, (v) setting up libraries and (vi) assisting learners in home work.

***"It is our responsibility as parents to see that our children are reading and writing", Mpherere zone SMC Chairman.***



**A PTA member displays his enthusiasm**



Kambwiri Primary School in Salima is setting a great example. At that school, SMC and PTA members have organised a literacy fair that will take place on Friday, 8<sup>th</sup> July 2011. During the fair, teachers and Standard 1 learners will showcase what has been occurring in their classrooms in reading, writing, reciting poems and interacting with each other and their parents.

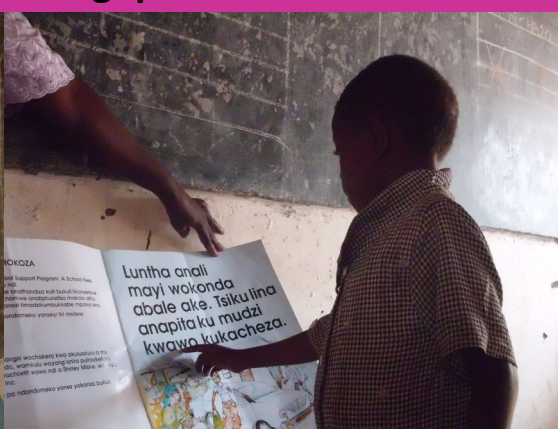


Members of SMC/PTA at Kaphatenga TDC on 22<sup>nd</sup> June

## A moving story of Misozi Ngopi from Kambwiri Primary school.



Eluby Mkweza, at Kambwiri Primary School



Misozi Ngopi reads a passage

Now he is able to read and write his name, words and sentences using the 'word attack' skills that he has learnt. His ability to sound out words is opening up a whole new world to him.

We also met Misozi's mother, Mrs. Mgopi. She said that from August to

This month we take you to Salima District where the Early Grade Literacy intervention is taking shape. On 22<sup>nd</sup> June, we visited Kambwiri Primary school and met Mrs. Eluby Mkweza, a Standard 1 teacher, and this is what she said:

'When I started teaching this class using the Primary Curriculum Assessment Reform (PCAR) instructional materials, my learners could neither read nor write. I used to put my learners into groups for most of the lesson. However, because of the large class size, this did not give me enough time to give each learner the support they required and as a result they could not read what was taught to them.

Through MTPDS I have been trained to blend interactive whole class teaching methods with other methods. After being oriented to the methods, I immediately put them into practice. You cannot believe that my learners are now able to read. Almost each child in standard 1 is able to write his or her own name.

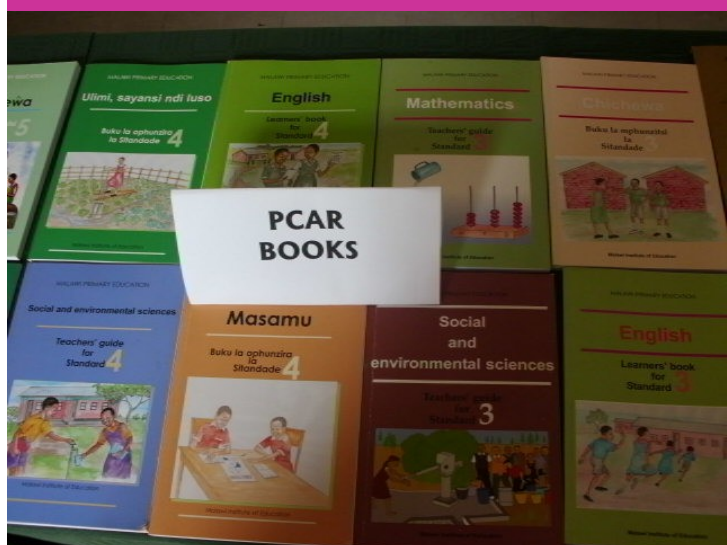
Misozi Mgopi is one of the learners that could not read or write using the old methods.

April Misozi was not able to read. 'I checked his note book there was nothing written in it. When I asked him what he had learnt in each day, he said they were playing and singing. I was worried because I wanted him to learn how to read and write,' she stated. 'But for the past three weeks my child can read and write. When I check his notebook, I see some words and sentences. I am happy because I know my child is learning something in school.'



Mrs Mgopi is proud that her son can read.

## USAID Funded MTPDS continues to support textbook review exercise at MIE



*Some of the books that are undergoing review*

were also identified that could be printed and distributed to all schools in the country.

Final revisions and refinement of drafts for 28 titles took place from 20<sup>th</sup> June to 1<sup>st</sup> July at MIE. For both standards 1 and 2 the process has resulted in 7 revised textbooks and 7 revised teachers' guides. USAID funded MTPDS is working closely with MoEST and CIDA in the process, which will be complete to camera-ready copy by the end of July.

Quality textbooks and learning materials are a critical input to ensure quality education. Malawi's learners deserve the best instructional materials and resources. USAID Funded MTPDS program continues to support the standard 1 and 2 textbook review process that began at Malawi Institute of Education in Zomba in April 2011.

From 6<sup>th</sup> to 17<sup>th</sup> June, illustrators continued drafting illustrations that will be used in both learner's and teacher's books. Supplementary Mathematics and Literacy materials



*Preparing Illustrations*

## Events Calendar for July 2011

### **Ongoing USAID funded MTPDS Program Activities** **Teacher Education Policy Support**

- Production of NSTED Strategy and Plan

### **Continuous Professional Development (CPD)**

- National roll out of Leadership Module 2

### **Open and Distance Learning (ODL)**

- Preparation for SMS student support pilot

### **Early Grade Reading and Mathematics**

- Dissemination of EGRA and EGMA baseline
- Monitoring and supporting SMC/PTA sensitization

### **Teaching and Learning Materials**

- Complete refinement of standard 1 and 2 materials

### **PCAR Monitoring and Evaluation**

- Documentation of PCAR M&E strategy and plan.

### **Planned Events under the USAID funded MTPDS Program**

#### **Continuous Professional Development (CPD)**

- **July 5<sup>th</sup>: CPD Teacher Trainers Awards Ceremony at Ekwendeni Primary School, Mzimba North. Occasion to be graced by Hon. Deputy Minister of Education and US Charge d'Affaires**
- 11<sup>th</sup> to 14<sup>th</sup> July: Training of facilitators in districts on Leadership Module 2
- Commencing 18<sup>th</sup> July: National roll out of Leadership Module 2

#### **Open and Distance Learning (ODL)**

- 11<sup>th</sup> to 15<sup>th</sup> July: Database training and Quality assurance workshop in Lilongwe.

#### **Early Grade Reading and Mathematics**

- 8<sup>th</sup> July 2011: Literacy fair at Yambe Primary school.

Contact: Editor, **USAID** funded MTPDS Program, Area 10/612, Tsoka Road, Private Bag B481, Lilongwe. Tel: +265 1 794 977, Email: [mkachila@mtpds.rti.org](mailto:mkachila@mtpds.rti.org)  
Web: [www.mtpds.org](http://www.mtpds.org), Useful downloadable resources: <http://www.mtpds.org/resources/CPD-manuals>